THE EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON THE PERFORMANCE OF PUBLIC INSTITUTIONS IN RWANDA. A CASE STUDY OF NATIONAL ITORERO COMMISSION

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A Thesis Submitted to the School of Postgraduate Studies in Partial Fulfillment of the Requirement for the Award of the Degree of Master of Business Administration in Human Resource Management of KIM University.

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DECLARATION

This Thesis is my original work has not been presented for examination in any other University or institution of higher learning for any academic award.

Signature Date

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This Thesis has been submitted for examination with my approval as University Supervisor.

Signature Date

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Dr. Eugenia Nkechi Irechukwu

Signature…….

DEDICATION

This Thesis is dedicated to my family for their continued support and encouragement towards my research.

ACKNOWLDGEMENT

My deep gratitude goes to the Almighty God who has been there for me during my studies and to the completion of this research work. THANKS MY GOD.

I orient my gratitude to my supervisor, Dr. Eugenia Nkechi Irechukwu for her countless effort in supervising me and valuable critics that lead to the success and completion of this study.

I sincerely thank the management of KIM University for having organized and offered me the masters in Business administration in Human Resource Management.

I also thank National Itorero Commission Management for their kindness and supports for helping me in collection of data of this work.

I thank so much Dr. HENRY Ogoi, the MBA Coordinator of KIM University for his physical and moral supports during my studies since I joined postgraduate week-end program at KIM University. God Bless him.

I thank my family and friends for their love, patient and encouragement during my studies.

May God bless you!

ABSTRACT

This study focused on the effect of employee training and development on public institution performance case of National Itorero Commission. The general objective of this research was to determine the effect of employee training and development on public institution performance where specifically the study had to find out the extent to which training and development policies effect on NIC performance, to establish the effect of evaluation of training and development on NIC performance, to identify the training and development challenges that effect the performance of NIC and to establish the contribution of employee training and development on the performance of NIC . This study adopted a descriptive type of research design which has set out to describe how employee training and development contribute on the performance of NIC and the target population which is also the sample size because it is a small number, the staff on NIC working at the headquarters and others working at district level. The questionnaire was used for gathering data. The validity of the questionnaire has been tested with the aid of the supervisor, research experts knowledgeable about the themes of the study. The reliability of the questionnaire was computed using the Cronbach method of internal consistency. The results of this study was obtained by using regression analysis indicated that a well-designed training and development policy, training and development evaluation well done and training and development challenges handled have a positive effect on NIC performance. The findings revealed a positive and significant effect of employee training and development evaluation on NIC. This indicate that if employee training and development evaluation is well done after training it will effect NIC performance where ($r=0.986<0.01$), it means that 98.6%, and the findings revealed a positive and significant effect of training and development challenges. This implies that if challenges in implementing employee trainings and development towards employees are well treated and handled in favor of increasing knowledge and skills of employees it will be an increase of NIC performance ($r=0.996<0.01$ which means 99.6%. Then the results indicate that employee training and development has a positive and significant contribution on the performance of NIC($r=0.997<0.01$) which means 99.7%. this study recommends NIC to continue using an employee training and development policy which can guide it during training process; and should conduct a need assessment regularly for being aware of employee weaknesses and prepare training and development which can contribute on employees and NIC performance will be efficient.

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LIST OF ABBREVIATIONS AND ACRONYMS

DK	Don't Know
HR	Human Resource
HRM	Human Resource Management
KIM	KIM University (Knowledge, Inspiration, Motivation)
MBA:	Master of Business Administration
NIC	National Itorero Commission
NICSER	National Itorero Commission Strategic Evaluation Report
NICSP	National Itorero Commission Strategic Plan
OJT	On- the-Job Training
PSC	Public Service Commission
RMI	Rwanda Management Institute
SKAC	Skills, Knowledge, Abilities and Competencies
SLT	Social Learning Theory
SPSS	Statistical Package for Social Scientists
T&D	Training and Development
TPS	Total Population Sampling

DEFINITION OF KEY TERMS

Employee training and development implies a program in which specific knowledge, skills and abilities are imparted to the employees, with the aim of raising their performance level, in their existing roles, as well as providing them learning opportunities, to further their growth (Gordon, 2011).

Institution performance: Institution's ability to achieve its goals effectively and efficiently with available resources (Daft &Marcic, 2013).

Public Institution, in general terms, the public institution consists of governments and all publicly controlled or publicly funded agencies, enterprises, and other entities that deliver public programs, goods, or services. It is not; however, always clear whether any particular organization should be included under that umbrella. Therefore, it is necessary to identify specific criteria to help define the boundaries (IIA, 2011).

The concept of public institution is broader than simply that of core government and may overlap with the not-for-profit or private sectors. For the purposes of this guidance, the public institution consists of an expanding ring of organizations, with core government at the center, followed by agencies and public enterprises. Around this ring is a gray zone consisting of publicly funded contractors and publicly owned businesses, which may be, but for the most part are not, part of the public institution (IIA, 2011).

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Enhanced competences, understanding and skills of the talented employees attested to be a crucial rational of reasonable benefit in an international fair (McKinsey, 2006) cited by Amir & Imran (2013). This research, therefore, goes on to debate the effect of employee training and development on performance of publically institutions in Rwanda a case study of National Itorero Commission.

Companies and big business need to grow and modernize endlessly, pursue sustained development, and cope with rapid changes in their external environments as well as increasingly competitive international markets (Debra, 2011). Human resource has a crucial role within employee performance in the great countries like America, Great, chine, UK, Japan and thus determined to be in the developing countries in Africa such as Rwanda.

The employee training and development enhance the institution performance (Esteban et al.,2018) and value and capacity of servant's work (Nwankwo, 2018). Additional, an important affirmative relationship among employee training and development and employee performance (Sendawula et al., 2018). Furthermore, employee training and development processes knowledge flows that redesign advanced performance of the institution (Caloghirou et al., 2018). Any public institution, whether it is large or minor, should reflect on workers training as the supreme studied human resources practice (Esteban et al., 2018) and need to deliver more training occasions to their staff (Nwankwo, 2018).

Operative training and development programs intended at changing the workforce of employee's performance (Sendawula, et al., 2018). Training and development focus on overcoming the gap between both the present performance and the desired level of performance. It could be delivered through different approaches like mentoring, coaching, teamwork, participation by the subordinates (Amir & Imran, 2013).

The outcome of the study of Sultana, et.al. (2012), as cited by Amir & Imran (2013), piloted in telecom sector of Pakistan, shows that the R^2 as .501 that means that 50.1% of variation in

employee performance is gotten by training and development programs. In addition, the work of Harrison (2000), stated that learning through training and development push the institutional performance by superior employee performance, and it the main key aspect in attaining the main objective (Swart et al., 2005). The performance of employee is stimulated by the PESTEL factors such as Political environment, economic, social factors, technological factors, environmental factors as well as legal factors.

According to Azara et al (2013), organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Personnel are the most assets that every organization needs, while are trained and developed, they can bring a lot of profit to the organization in both developed and developing countries (Swart et al., 2005). The rapid contemporary advance of technological change made training a necessity in almost all walks of life (McKinsey, 2006).

Workers could be a matter that needs a crucial undertaken within each institution though, the extent, worth and amount of training distributed differ extraordinarily from one institution to another (Cole, 2002), apart from above mentioned, he also mentioned things that can be indicators of a good quality of training and development activities include modification within the freestanding atmosphere, grade of in-house environment, accessibility of appropriate abilities at intervals of present employees.

The aim of training and development programs is seen as indicators of developing the institutional capabilities and staff capacity, that is when the institution invest in increasing the knowledge and skills of its employees, this results in the efficiency of both the employees and organization (Sahinidis & Bouris, 2008).

In refining production levels, many government institutions focus on training and development programs this is shown where many researchers that piloted studies in areas relating to the effect of training and development on employee productivity found that it is the process by which individuals change their attitudes, knowledge, skills, and behavior, in addition training and development does not only seek to advance knowledge, it gives a further advantage of make contacts and depiction from other people's capabilities (Choo & Bowley, 2007).

Based on Official Gazette Nº 29 of 22 July 2013, the law n° 41/2013 of 16/06/2013 establishing the National Itorero Commission, this Law establishes the National Itorero Commission, abbreviated as "NIC" and determines its mission, organization and functioning.

National Itorero Commission is a public institution that has the principal objective of mentoring and molding Rwandans who endeavor and strive for their dignity. Rwandans who are identified by their values, who strive for positive and speedy transformation that lead to socioeconomic development built on national unity, good governance and sustainable economy that is driven through internal human and technological resources, (NICSP, 2013).

The Itorero program envisions a population with a value system that promotes voluntary service to the nation with the aim of promoting unity, tolerance, patriotism, democratic governance that lead to sustainable social and economic transformation.

The National Itorero Commission has the missions of understanding their shared values and taboos in their coexistence, be patriot and contribute to national development; and be aware of and have proficient knowledge of national programs and necessary means for their implementation; be Intore who are worthy Rwandans found in all categories and are catalysts for positive changes; and train leaders to engage in a leadership style that promotes the values and strives to become the best performers; train Rwandans to promote respect for values and taboos as a basis for coexistence and national development; and collaborating with other public and private institutions and non-governmental organization that train in values and taboos and seek their advice; and prepare and follow up volunteerism activities through the national service.

Even if, the government of Rwanda has put much effort in addressing the weakness in public employees by training them and give them specific training on specific issues, we still have some public institution that are still running behind the target that is needed, as well as experiencing the staff turnover issues (PSC, 2013), and to an enrichment in employee performance and governmental productivity (Ying, 2004), many government institutions can achieve their training need by chaotic method, surprising haphazard (Asfaw, et al, 2015).

It is against this background my research was about to examine the effect of employee training and development on the public institution performance in Rwanda whereby my case of National Itorero Commission.

1.2. Statement of the Problem

Rwanda Management Institute (RMI) is a public institution which is charged of training and development of government employees and some other private institution which have signed a memorandum of Understand with it since 1963; it's existed underneath different names and with different mandates.

As stated byAmir & Imran (2013), past investigates demonstrated a positive connection among preparing and representative execution, as preparing brings benefits for the worker alongside for the firm by emphatically affecting worker execution through the upgrade of representative's capabilities and conduct.

According to the Prime Minister's order n°121/03 of 08/09/2010 establishing the procedure of performance appraisal and promotion of public servants, NIC has different annual performance reports. For the financial year 2014-2015 the performance was 29%, the financial year 2015- 2016 the performance was 31.08%, the financial year 2016-2017 performance was 38.9% while the performance of 2017-2018 has been 58.6%. due to this, National Itorero Commission has known a poor performance since 2014 until to 2018, (NICSER, 2018).

However, currently it training at National Itorero Commission mostly happens spontaneous and unsystematically. There is lack of training for top management, middle and operational employees, the lack of organized method of employee’s training and development continuous to affect capacity building of the institution. Most employees pay for the training and development as well as studies that show that the institution lucks the financial resources to conduct employee training and developments of its staff.

It is against of this background that this study seeks to examine the effect of employee training and development on the performance of public institutions in Rwanda with the reference to National Itorero Commission.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to examine the effect of employee training and development on the performance of public institutions in with reference to National Itorero Commission.

1.3.2. Specific Objectives

The study was guided by the following specific objectives:

1. To find out the extent to which employee training and development policies affect the National Itorero Commission performance.
2. Determine the evaluation method of employee training and development of National Itorero Commission.
3. To identify the challenge that employee training and development encounters in National Itorero Commission and its value to individual and institutional performance
4. Determine the effect of employee training and development on the performance of National Itorero Commission.

1.4. Research questions

The following research questions were guided the study:

1. To what extent do employee training and development policies affect the National Itorero Commission performance?
2. What are the evaluation methods of employee training and development of National Itorero Commission?
3. What are the challenges facing employee training and development in national itorero commission?
4. What are the effects of employee training and development on the performance National Itorero Commission?

1.5. Significance of the Study

This study will be significant to the researcher, KIM, National Itorero Commission and other scholars.

1.5.1. Researcher

Researcher conducted this study with a motivation to nurture his understanding in both theoretical and practical work that he learnt in various writers. Beyond that, the researcher has another core motivation of being evaluated by receiving the award of Masters in Business Administration, after completing all requirements for this award.

1.5.2. KIM University

This research will be a property of KIM University, so that student of KIMU who will be conducting researches in the same line of the field of training and development in public sector organizations in different areas use it.

1.5.3. National Itorero Commission

Apart from the above mentioned, this research will have a positive impact on the National Itorero Commission by showing them how productivity needs trained employees, it will also help the administration of NIC to identify the required training and development of employees.

1.5.4. Other Scholars

Future scholars may also make use of the results of this study as a source of reference. The outcomes of this study can be compared with training and development in other sectors to draw inferences on several ways an organization can improve its performance.

1.6. Scope of the Study

The purpose of this study was to examine the effect of employee training and development on the performance of public institutions in Rwanda with the reference to National Itorero Commission. NIC is located at Gasabo District in Kigali City.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

In this chapter the study focuses on both theoretical and empirical literature review related to the topic. The chapter covers the theoretical literature review, conceptual framework and empirical literature review.

2.2 Theoretical Literature Review

A theory is a reasoned statement or group of statements, which are supported evidence meant to explain some phenomena. The researcher should be conversant with those theories applicable to his area of research (Kyotomotho & Tromp, 2009).

According to Trochim, (2006), Agular, (2009), and Tomo, (2006), a theoretical framework guides research, determining what variables to measure and what statistical relationship to look for in the context of the problems under study. Thus, the theoretical literature helps the researcher see clearly the variables of the study; provides a general framework for data analysis and helps in the selection of applicable research design.

2.2.1. Reinforcement Theory

Reinforcement theory this theory proposed that an individual purposes direct his or her action in reinforcement theory, we have behavioristic approach, which argues that reinforcement conditions behavior (Robbins, Odendaal, & Roodt, 2004).

Briefly there are two types of Reinforcement, which are continuous reinforcement where employees have desire of each and every time needs advancing knowledge, while intermittent reinforcement the individual reinforces after displaying a certain number of specific types of behavior. This theory will help the research to understand what pushes or the reason behind National Itorero Commission employee training and development motivations (*idem*).

2.2.2. Social Learning Theory (SLT)

Charles, Manz, &Sims, (1986), a social learning theory, view of employee's behavior recognizes the influence of reinforcement contingencies on the behavior of employees within organization. Social learning theory, as proposed by Albert Bandura, is the theory of observation learning that holds that most people learn behaviors by observing others and then modeling the behaviors they perceived to be effective (John, A. & John, 1998)

According to Wheeler (2020), Bandura's theory of social learning extents the gap between behaviorism and cognitivism. Social learning theory integrates the idea of behavior reinforcement from the former, and cognitive processes such as attention, motivation and memory from the latter.

As cited by Albert Bandura, there are four conditions necessary for social learning to be considered; Attention where Learners should take into consideration the behavior to be learnt, Retention the observer must be able to remember what was observed later when given opportunities to act. Production, Observers must be given opportunities to reproduce the behavior. Also, observers must be able to reproduce the behavior. That is, the behavior must be proximal, and Motivation where the observer must be motivated to act.

2.2.3. Expectancy Theory

Expectancy theory generally, is a broad theory of motivation that attempts to explain the determination of workplace attitude and behavior (John, A. & John, R, 1998). This theory focuses on three relationships: effort performance relationship, performance reward relationship and rewards personal goals relationship (*Idem*).

Vroom expectancy theory hypothesizes that employee job performance (P) is a function of the multiplicative interaction between motivation (M) and ability (A), cited by Richard L. O. (1974). Based on the above definitions, this theory helped the research to understand what employees expect from the effective training and development

So expectancy theory helps the organization to explain why employees are not motivated on their jobs and merely do the minimum necessarily to get by (Robbins, Odendaal, & Roodt, 2004).

expectancy theory focuses on how employees decide which specific behaviors to perform and how much effort to exert (Jeniffer, & Goreth,2008).

2.2.4. Maslow's Hierarchy of Needs

A human being have different needs from the basic needs or, psychological needs, safety needs, love needs, esteem needs, and the self-actualization needs. So there are many ways of how an organization can help its employees to achieve those needs and this ca result in the best organization performance (Jeniffer, & Goreth, 2008).

Generally, these needs seem to involve the desire individuals have to realize their full potential, it is in this way this theory is helpful to the researcher, while is conducting his study on the effect of employee Training and Development on public institution performance, as it was indicated in the conceptual frame work we shall see if employees need to achieve capacity building, job performance, Organization performance, organizational effectiveness results, achievement of the institution or individual objectives, and efficiency.

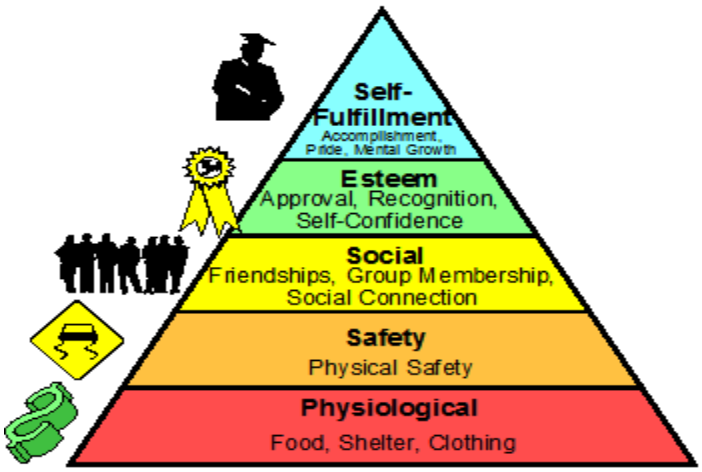


Figure 1: Maslow's Hierarchy of Needs Pyramid (Gargasz, 2010).

i) **Physiological Needs** are the basic need or biological needs for everyone that he is supposed to get in his daily life, so that he/she can survive such as such as taking oxygen, eating, drinking, sleeping, resting and sheltering. Maslow explained this needs as functional determination that are the starting motivation theory and emphasized that

it must be considered, due to people first needs water, salt, sugar... which are known as protection of the internal balance of the body.

ii) In addition, the **safety needs** can also evolve according to the social concerns or the conditions of the country they live in. Once the physiological needs and safety needs are fully met, the need for love, commitment and belongingness emerge. At this stage of the theory, Maslow emphasizes that 216 humans are social beings (Stephens, 2000; Adair, 2013).

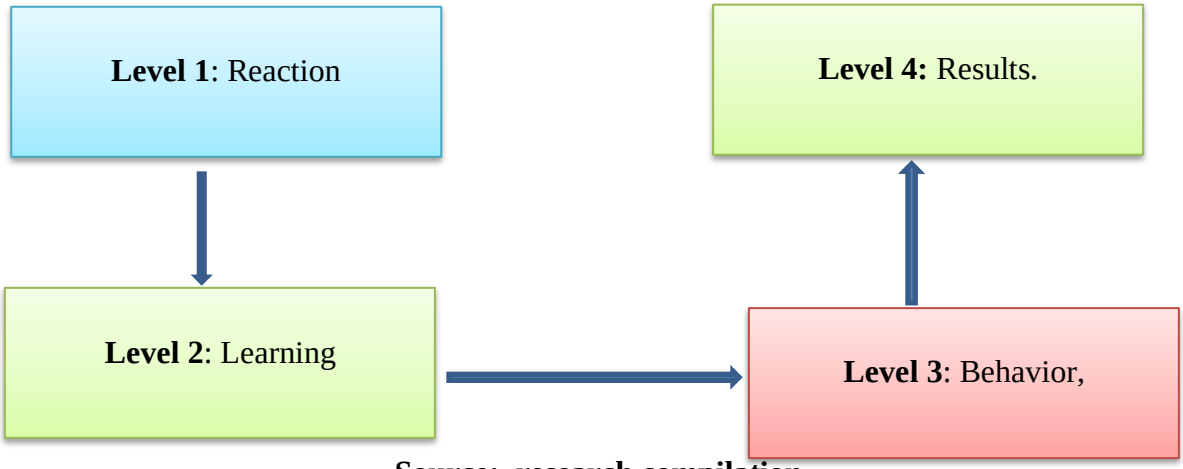
iii) **Safety Needs;** although physiological needs are relatively satisfied, new needs arise that are classified as safety needs (Maslow, 1943). These are the needs such as protection from danger, being confident and not feeling fear (Daft, 2013).

iv) **Esteem Needs;** there are two kinds of esteem needs. The first is the need to be appreciated and respected by others related to the reputation of a person, such as status, recognition, and appreciation. The other one is the need for self-appreciation and self-esteem, such as self-confidence, independence, success, and talent (Maslow, 1954, Griffin, 2013)

v) **Self-Actualization Needs**; even though all the needs at the other levels of the hierarchy are satisfied, the person will still feel uneasy and dissatisfied. For this reason, people should behave according to their personal abilities.

2.2.5. Four Levels of Kirkpatrick Evaluation Model

The different training and development theories offer a better understanding of training processes (Milhem, Abushamsieh & Aróstegui, 2014). The Kirkpatrick model (1959) has been discussed up to date by many scholars for different studies (Campbell, Taylor & Douglas, 2019; Sitzmann & Weinhardt, 2019; Choudhury & Sharma, 2019). It defines how to measure training effectiveness with the help of four levels of training evaluations namely reaction, learning, behavior, and results (Sirinaga, et al,.2020).



Source: research compilation

a) **Reaction:** this is the first level to which the staff or employee engagement that comes either way of in class training or at working place that would be more important factor to be successful in organization. Though it can be very difficult to attain, the response of employee did this specific training is built on staff perceive on the training and it provides a focus on determining what is doable, what are the parts to be upgraded and what are the real alterations to be undertaken. This results in knowing whether the training was favorable, engaging and relevant to their jobs

b) **Learning:** it clearly mentions the level to which employees accomplished or didn't learnt in the training which have been carried out in the institution. The circle of training could be estimated based on skilled based evaluation and interviewing method before and after the training. In few words this level shows what participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

c) **Behavioral change:** It shows the impact that training have on employees in the institution, whether the employees are implementing what they got through any kinds of training attended. Though the application of new skills and knowledge to the job performance cannot be achieved in a short time, meaning that it requires long time, which can be a result of level of confidence of an employee, ability and availability of occasions to reveal the training impact on the institution. Briefly this level shows the degree which participants apply what they learned during training when they are back on the job.

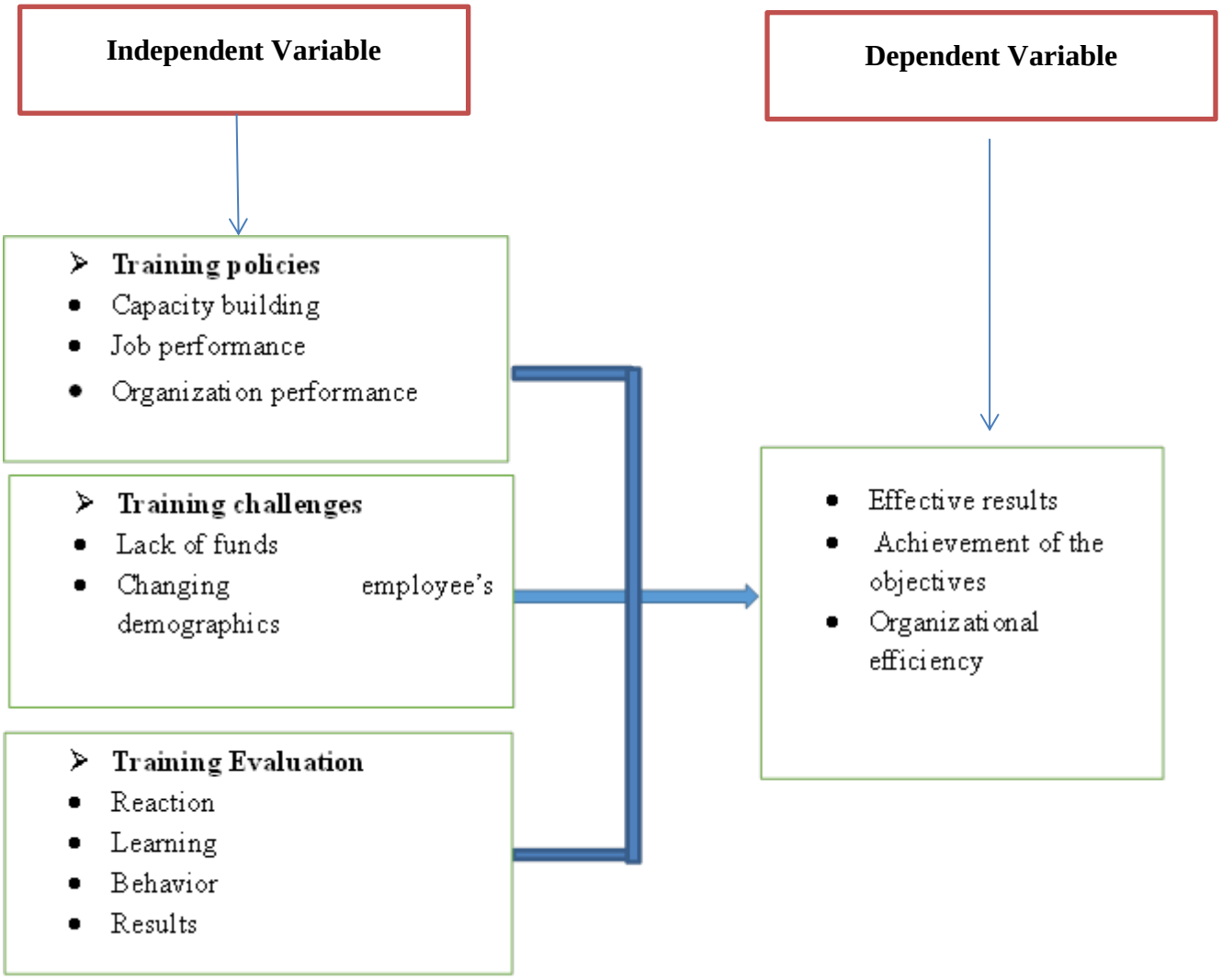
d) **Results:** at this level, shows the degree to which targeted outcomes happened as a result of the training and the support and accountability package

2.3. Conceptual Framework

Conceptual framework is a graphic presentation that classifies the variables in such manner that when put together elucidate the issue of concern (Peters, Elmendorf, Kandola & Chellaraj, 2000). It is a set of wide-ranging of ideas used to describe the relationship between the independent variables (factors) and the dependent variables (outcome) (Coulthard, 2004).

The following conceptual framework shows a clear indication of the independent variables: training, NIC training policy, training evaluation and challenges faced by employees during training all impact on the performance of institution and all are interrelated. The achievement of Training and Development program needs a scrutinized analysis of the mentioned factors so that we can conclude that they have been fruitful, and it requires SKAs for being accumulated. The following figure shows an independent variable employee Training and Development and how it affects the dependent variable of public institution performance,

Figure 2: Conceptual framework



Source: Researcher compilation, 2019

2.3. Empirical Literature Review

2.3.1. Training and development (T&D)

In all big organization, like manpower planning and staffing, training and development is also the function of personnel manager, it is being increased that the training and development is important not only for new recruits, employees but also for existing employees, due to us corner stone of organization performance (Tripathi, C., &Reddy, N., 2010).

Few individuals lately would argue against the importance of training and development as a significant impact on the success of a company (Asfaw, 2015). Jehanzeb, &Beshir. (2013), Once the placement of employees, Human resource management plays another role of employee training and development because however techniques used in recruiting employees, it does not assure you that he will be effective on his/her job (Tripathi, C., &Reddy, N., 2010).

According to David, A., &Stephen, P., (2005), every organization needs well- adjusted, trained, and experienced people to perform its activities, employees training seeks a relatively permanent change in employees that improves job performance, thus training involves changing behavior, knowledge attitudes and behavior. While employee development focuses more on the employee's personal growth, so employee development be predominantly an education process rather than a training process (idem).

Employee Training is also the planned and systematic modification of behavior through learning actions, activities and programs which ends within the contributors achieving the degree of data, skills, competencies and talents to hold out their work effectively (Chiaburu &Tekleab, 2005).

Armstrong (1996), "stating an understanding emphasizes that training ought to be advanced and operated at intervals a company by appreciating learning theories and approaches if the training is to be understood" employee training and development activities represent an important or organizational attempt to ensure that adequate human resources are available, meaning that the organization should continue developing their employees, both to ensure that job skills remain current and prepare employees for advancement, (Steer, Ungson, & Mowday, 1985). The one influence a manager is unambiguously expected to create is to offer others vision and talent to perform. According to Cole (2002), training could be an education activity directed towards the

gaining of specific knowledge associated skills for the aim of an occupation or task. Effective training and development programs aimed at improving the employees' performance (Amir & Imran, 2013).

According to Harvey, (2001), training and development are similar, and both are critical to the success system model, however there are some important differences, training is an attempt to improve performance by attainment of specific skills such as typing, welding, running a computer, od performing the current job, while employee development talks about the long run of study for growth of them (Harvey, 2001).

According to Iyayi (2007), training and development may be understood because the method toward gaining new knowledge, moreover, skills for finishing duties at operating environment as cited by (Okechukwu, 2017). Training and development attempt to improve current or future employee performance by increasing an employee's ability to perform, as well as improving individuals, team, and organization (Harvey, 2001).

This can be achieved through numerous appropriate method and approaches, like role playing, simulation, programed instruction, lectures, and vestibule training as well off-job-training (Harvey, 2001).

As summary, both employee training and development have its different method, whereas, we have two methods of training: on-job training, (job rotation, and understudy assignment), and off-the job method, (classroom lecturer, films and video, simulation exercise, and vestibule training), while employee development methods are (the job rotation, assistant- to positions, committee assignment, lecture courses and seminars, simulations, and outdoor training) (David, &Stephen, 2005).

2.3.2. Human Resource Management

Within the context of the organization's nature and external environment, Human resource management involves several important functions in organizational performance, such as planning, recruiting, and selecting of employees, training and development of employees, performance assessment, and compensation system (Steer, Ungson, & Mowday, 1985).

According to Raymond, et al, (2003), HRM refers to the people, practices, and systems that influence employees' behavior, attitudes, and performance. For this definition HRM practices, involve HR planning, recruiting, selection, training and development, compensation performance management, as well as employee relations that leads as to the organizational performance.

According to Torrington, Hall &Taylor, (2008), HRM is a number of activities that enable employees and organizations using their SKAs to agree with the link between the organizational goals and nature of work, and make sure if these goals achieved.

HRM is a process of attracting, developing, and maintaining a high quality workforce; the basic goal of HRM is to build organization performance capacity by raising human capital, to ensure that highly capable and enthusiastic people are always available (John, 2005).

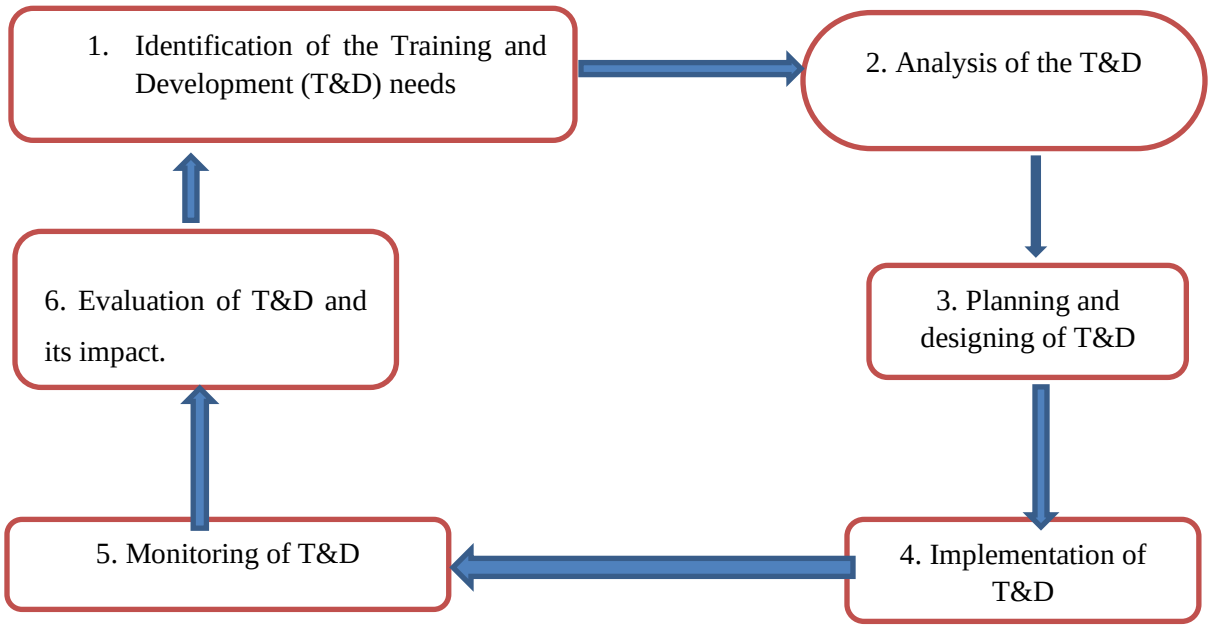
Human Resource Management theories like promise to the business and also the development within the worth undertaking have lead administration groups toward comprehend of magnified importance of training, worker development and semi- permanent education. Such ideas need not solely alert coming up with however a bigger emphasis on worker development (Asfaw, et al, 2015).

Due, every organization at all the time needs to have the right people available to do the work required for better performance of the organization, HRM has the three major responsibilities; attracting a quality workforce, developing a quality workforce, and maintaining that quality workforce (John, 2005).

2.3.3. The training and development process

Sotiria, (2015), has identified the cycle proposed by Bob & Early, (2007), which are the following: identification of the training and development (T&D) needs, analysis of the T&D, planning and its impact, implementation of T&D, designing of T&D, monitoring of training and development an evaluation of T&D.

Figure 3: Training and development process


1. Identification of the Training and Development (T&D) needs
2. Analysis of the T&D
3. Planning and designing of T&D
4. Implementation of T&D
5. Monitoring of T&D
6. Evaluation of T&D and its impact.

Source: Sotiria, T. (2015).

2.3.4. Human Resource Development

One of an administrator's greatest noteworthy occupations is to deal with the specialist improvement of employees which consolidates his/her self-improvement and vocation advancement (Linda, 2001). Characterizes Career Development as a composed methodology used to achieve specialist objectives with the business needs of the office workforce advancement activities (Sandra ,1998).

In past business situations, vocation thinking of was taken care of inside the primary by the association that used an individual, who was surely to be in this current association's work for eternity. Be that as it may, today the workplace is expediently ever - changing with expanding work quality exchange concerning options and potential for essentially any representative, (Linda 2001).

2.3.5. Human Resource Development Strategy

For training and development to be effective in terms of organizational performance there is a well-rehearsed argument that it should be linked upfront with organizational strategies and the WERS survey (Kersley et al 2006) cited by Torrington, Hall &Taylor (2008). Miller, has identified the first human resource development approaches, which is the needs-driven approach.

Luoma, (2000), as cited by Torrington, Hall and Taylor (2008), identified the second approach to HRD strategy which is Opportunistic approach, where the motivation can be external instead of internal, the top ideas on enlargement for organization in a more general way, rather than precisely in relation to achieve the up-to-date organizational goals . The third approach was also developed by Luoma, is the resource based review of the firm, this approach is proactive in that it focuses on the desire state of the organization as defined in its future vision

2.3.6. Methods of Training and Development

Effective training and development can be accomplished through various proper technique and methodologies, such as training, entry level position, job rotation, role playing, simulation, programed instruction, lectures, and vestibule training as well off-job-training (Harvey, 2001). Eduardo, & Janis, (2001), there is no uncertainty that innovation is molding how training and development is conveyed in associations (Learning Technologies and Distance Training).

Apart from above mention methods, we have also other two methods of training and development, which are On- Job-training method and Off-Job training method, Torrington, Hall and Taylor (2008). Off job training method, is a program that provide group based learning opportunity on a variety of topics at a site other than the work is actually done. (Ronald, 2009).

Ronald, (2009) said that all training is not carried out off the sites, in facts some of them occur in the work setting, generally is the process in which one person, most often the supervisor or lead person of a work area passes job knowledge and skills to another person at working place. Additionally, On-the-job training is another methods of training, includes formal and informal training programs in a job situation, as well as what is called "learning from experience (Jacob, 2015).

According to Torrington, Hall & Taylor (2008), On-the-job training (OJT) the line managers provide coaching to the individual development based on a close relationship between the individual and one other person either internal or external to the organization.

2.3.7. Effect of Training and Development in Organization's Performance

Herman, & Kurt, (2009), begin with around advantages for people and groups, isolating these advantages into job performance and variables identified with employment execution acit skills, innovation, communication), and other benefits (e.g., empowerment, self-efficacy). Second, we describe benefits for organizations

Randall,(1998), in his book *Managing Human Resources*, the main goal of a training and development is to improve organization performance both in present time or the future, increasing productivity, rapid incorporating with new technology, and consequently increasingly the likelihood of employee obsolescence, it increases also personnel assurance to the institution and reinforce their perception that the institution is favorable for them, which result in lower turnover HR increasing issue in order to put the organization on the level of success.

The central effect of T & D in transfer transformational reforms to the organization strength and capabilities in terms of creating the staff competent, hence, gets tried (Glaveli & Karassavidou, 2011). Employee performance drives performance of the organization (Khan et al., 2011).

According to Triatic,& Reddy,(2010), training and development have a lot of effect on organization performance, such as improving the quality and quantity of employees output, help them make economical and best use of materials and equipment, reducing the accidents rate and need for close supervision, giving them sense of satisfaction, reducing the rate of labor turnover, facilitate them in getting promotions, being committed to work, and out the employees in indigenous and alien culture value.

Sloman, (2006), defined the role of trainer in-service -knowledge driven economy as that of a people developer, and is about supporting, accelerating learning that meets the organization needs and performance (Torrington, Hall and Taylor, 2008). This literature concludes that effective employee training and development bring more effect on the public institution performance (Herman, & Kurt, 2009).

2.3.8. Organizational and Employee Performance

Organization and managers need to encourage employee to join and remain with the organization, to perform tasks, dependably, and to initiate innovative behavior, many work situations do not motivate employees to perform.

According to Churchill (2007), the determinants of performance are personal, professional, organizational, environmental, motivation, skill level, aptitudes and role perceptions. Individual needs can be viewed in the terms if Maslow's need hierarchy model, which assumes that people are motivated primarily by a desire to satisfy his needs, so the study shows that the needs for achievement, power, and affiliation are important in organization performance (Steer, Ungson, & Mowday, 1985).

Furthermore, Vroom (2014) , said that inspirational characteristics are likely based on expectancy theory, that define that the performance enhanced while the degree of motivation raised also, in brief Motivation is a key or cornerstone of jib performance. Organization performance has been defined as the crucial key, for it to get its objectives and meet is strategic decisions as well as mission and vision of it. (McKendall & Margulis, 2015).

2.4. Critique of Literature Review

Several studies who conducted research on the same topic, found that employee training and development have a lot of effect on the performance of institution, As Morrison and Phelps (1999) also indicate, when employees attend training and development program that supports their job-related efforts, then it is likely that improved job performance will be noticed. Dermol and Cater (2013) state that the acquisition of new knowledge and skills through training leads to improved EP. Additionally, Hale (2002) and Armstrong (2012) argue that training improves employees' knowledge and skills, so they can successfully deal with new everyday job-related challenges and, thus, improve their job performance. Moreover, Song et al. (2011) found that training culture is related to job autonomy and Winterton (2008) report that firms' training policy is closely related to the improvement of their employees' job-related skills and flexibility (employee-related factors). Ketkar and Sett (2010) report that environmental dynamism affects firm performance However, Lepak et al. (2006) have found that organizational climate influences employees'

attitudes and behaviors and hence their performance levels, while Chatman et al. (2014) report that there is a relationship between organizational climate and adaptability and Erkutlu (2012) argues that it also affects employees' proactivity level. Finally, Boxall et al. (2007) point that organization's culture affects employee's behavior, while Roos and Van Eeden (2008) claim that it is related with the level of employees' motivation.

It is in this line, the researcher managed to review four theories related to training and development of employees. The researcher was able to link the theories to the study in order to improve the research further. The study will be represented in a conceptual model highlighting the relationship between the independent and dependent variable and how they correlate and link up to help in the study of the problem at hand. Finally, the researcher was able to highlight empirical literature from other scholars on the employee training and development and its effects to public institution performance of various organizations mainly in global context and Rwandan context.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes the methodology used in the study. It includes research design, target population, sample size and sampling procedure, data collection tools and methods, validity and reliability analysis, and data analysis methods.

3.2. Research Design

According to Akhtar, (2016) A research design is the conceptual blue print within which research is conducted and it can be considered as the structure of research which holds all of the elements in a research project together and it acts as a plan of a proposed research work. research design is the abstract design within which research is done and designing research it is essential to identify the sort of evidence needed to answer the research question in a rational way (Akhtar, 2016).

In this study, quantitative method was used to collect data from the respondents. The s study adopts a descriptive research design where questionnaires distributed to the sample population. According to Coopers & Schindler (2008), it is a scientific method used to observe and describe the behaviour of a matter without any influence. It is intended to obtain additional information on variables in a certain area of study. It is intended to use the image of a situation as it naturally occurs (Burns & Grove, 2007). The objectives are indicated, and a clear definition of the population is given. For the effectiveness and efficiency required for descriptive studies, data collection tools have been assessed (Zikmund, Babin, Carr & Griffin, 2010).

This design enabled the researcher to grasp the details on concept of employee's training and development and its effect on institution performance. This was done from the data collected in the four units that are consisted by the National Itorero Commission, board of commissioners and the employee of National Itorero Commission working at District level.

3.3. Target Population

A target population is the total collection of all analytical units that a researcher wishes to consider for a specific study (Babbie, 2015). The target population of this research was 73 employees of National Itorero Commission, consisted of 43 employees currently working at the headquarters' in different departments and 30 employees at District level where each district represent by one staff called "Umutahira", who is in charge of Itorero activities at district.

3.4 Sample Size and Sampling Procedure

This section describes the sample size and sampling procedure that was used in this research. Since the total population is less than a hundred the entire population should be taken as sample size.

3.4.1 Sample Size

In the study conducted by Churchill & Brown (2004), they noted that the correct sample size in a study depends on factors such as the nature of the population to be studied, the purpose of the study, the number of variables in the study, the type of research design, the data analysis method and the size of the population accessible.

"Total population sampling (TPS) is a technique where the entire population that meet the criteria (e.g. specific skill set, experience, etc.) are included in the research being conducted (Sulaiman & Rukayya, 2016), Total Population Sampling is more commonly used where the number of cases being investigated is relatively small".

That is why our sample size was all 73 employees of National Itorero Commission and coordinators of Itorero, the total population for this study from the operational level to the council of commissioners. In this research on Top level was 7, Middle level 56 and Operational level 10 made a total of 73 participants equal to 100%.

3.5. Data Collection Methods

The data for this study was obtained essentially from primary and secondary sources. The researcher traced the history of NIC and its role of training and development over the last four years from secondary sources.

3.5.1 Primary Data

According to Oluwatosin V. A. (2017) Primary data refers to the first hand data gathered by the researcher himself. Sources of primary data are surveys, observations, and questionnaire. The study uses a questionnaire to collect data. A questionnaire is a data collection tool that consists of a series of questions and other instructions aimed at collecting information from respondents (Brace, 2008).

3.5.2. Secondary Data

Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all (Oluwatosin, 2017).

Documentary data of this study was collected for additional information after the data from the questionnaire to support the findings. This data was collected from the NIC action plans, NIC annual reports, its Human Resource Management policy, its capacity building plans, annual reports on training, books and journals on Human Resource Management, training and development. Other sources of information included training and development text books, on-line data bases, and internationally-acclaimed academic journals. The data obtained from these documents has been form part of the literature for this study.

3.5.2. Data Collection Instruments

This study used questionnaire technique to collect data from the respondents. Judd et. all (1991) defined questionnaire as reasonable in data collection tool which permits the researcher to gather large amount of data within a short period of time. A questionnaire was preferred to other data collection tools since it is affordable; it does not require lots of effort on the side of the researcher and always has consistent answers. This study used a questionnaire because it is easy to distribute to the respondents. The questionnaire consists of three different choices from third (Yes); second (Non); and first (Don't know). It was helped the researcher collecting data in a squeezed moment; and again provided chance to the employee to give their own information easily.

3.6. Reliability and Validity of the Instrument

3.6.1. Reliability of Instrument

The degree of consistency of the research results over time is reliable and the total population being studied is accurately represented (Golafshani, 2003). The objective of reliability analysis is to determine the extent to which a measurement procedure results in the same way, if the process is repeated as it was under the same conditions (Tokeetal, 2012).

3.6.2. Validity of the Instrument

Construct validity was used in this study to verify how the questions are formulated to make sure that convey the meaning and intent. In addition, content validity was used to verify that the questions were in line with the objectives. This ensures that the questionnaire measured what it is intended to measure. Validity is the accuracy and significance of the assumptions based on the research findings. It is the extent to which the research findings extracted from the data analysis comprise the study variables (Mugenda, 1999). The questionnaire was given to other professionals including MBA coordinator at KIM University and my supervisor to critique it and assure both content and concept validity of the instrument.

3.7. Data Analysis

The collected data was coded and analyzed through SPSS (Statistical Package for Social Sciences) version 21. Descriptive statistics such as percentages, means and standard deviation be used. The data analysis technique that was used in this study is inferential and descriptive statistics using central tendency and dispersion measurements. The arithmetic mean is the measurement of the central tendency that was used in this study since the data was grouped around statistical means. The standard deviation which is the measure of dispersion was used in this study as Mugenda (1999) states that standard deviation is the best measure of dispersion. Frequency and percentage tables were used to present descriptive analysis for the demographic data.

The data collected was analyzed using both descriptive and inferential statistics in relation to the objectives of the study. The study was based on a multiple regression model. The analysis was based to on dependent, independent and error term. The test and correlation study was carried out

to determine whether there is significant relationship between the variables and to test whether the independent variables have a relationship. The results were reported using tables.

3.8. Ethical Consideration

In order to eliminate control or ethical concerns, the researcher ensured that participation is completely voluntary, although this can sometimes lead to a low response rate resulting in a response prejudice (McNamara, 1994). While carrying out the study, the researcher observed and respected numerous ethics of research, such as honesty, impartiality, integrity, openness, confidentiality, responsible publication, social responsibility, non-discrimination, competence, human subject's protection, etc. A letter from KIM University was also requested prior to the collection of data. The researcher first explained the purpose of the study to respondents, respect human dignity and respect the respondents' choice to participate/not participate in the study. Only informed consent was sought. Confidentiality was observed, and names of respondents were not revealed in the research. They name and position not appeared anywhere in the report.

1.9. Limitations of the Study

In this study it was difficult to obtain accessibility to confidential conformation such as financial information. However, the study was successful because there was no need for confidential information.

CHAPTER FOUR:

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with analysis and presentation of data collected from the respondents in order to make a conclusion. It highlights the situation from the view of employees working in National Itorero Commission. Data collected have been analyzed and discussed vis-à-vis the objectives of the study with the view of assessing the effect of employee training and development on public institution performance with referencing to the National Itorero Commission.

4.2 Profile of respondents

The demographic data of respondents is presented in terms of age, sex, staff category, experience and educational background as follow:

4.2.1 Age of respondents

The researcher has found the range of age for respondents as shown in the table below:

Table 1. Age of respondents

Age	Frequency	Percentage
20-35 years	8	11%
36-45 years	30	41%
Above 45 years	35	48%
Total	**73**	**100%**

Source: Primary data (2019)

The table 1 above shows that in the 73 staff, 8 (11%) staff are in the range of age between 20 and 35 years, 30 (41%) staff are in the range of age between 36 and 45 years and 35 (48%) staff are above 45 years. It means that the three ranges of age of National Itorero Commission staff were participated in this research and it is very important for the researcher to obtain different ideas from different ages concerning the research questions.

4.2.2 Gender of respondents

The researcher has found the sex of NIC staff as respondents of her study as shown in the table below:

Table 2. Gender of respondents

Gender	Frequency	Percentage
Male	46	63%
Female	27	37%
Total	**73**	**100%**

Source: Primary data (2019)

The table 2 above shows that in the 73 staff, 46 (63%) staff are male and 27 (37%) staff are female. It means that the two genders were participated in this research and it is very important for the researcher to obtain different ideas from different sexes concerning the research questions.

4.2.3 Staff category

The researcher has found that the rspondents are grouped in the levels indicated in the table below:

Table 3. Staff category

Category	Frequency	Percentage
Top level	7	10%
Middle level	56	77%
Operational level	10	13%
Total	**73**	**100%**

Source: Primary data (2019)

The table 3 above indicates that out of 73 staff, 7 (10%) staff belong to Top level, 56 (77%) staff belong to middle level and 10 (13%) staff belong to operational level. These results shows that the researcher has the big opportunity for obtaining the information concerning the effect of employee training and development on the performance of NIC as one of the public institutions.

4.2.4 Experience of respondents

The researcher has found that the respondents have the experiences shown in the table below:

Table 4. Experience of respondents

Years	Frequency	Percentage
Less than 3 years	11	15%
3-5years	21	29%
More than 5years	41	56%
Total	**73**	**100%**

Source: Primary data (2019)

The table 4 indicate that out of 73 staff of NIC, 11(15%) staff have less than three years of experience, 21 (29%) have between three and five years of experience, 41(56%) staff have more than five years of experience which was help the research to obtain the concrete results within the experience that they have in National Itorero Commission.

4.2.5 Educational level

The research found useful to investigate into the level of education of respondents which has contributed to understand the weight of the information provided as shown in the table below:

Table 5. Educational level of respondents

Level	Frequency	Percentage
High School level	3	4%
Diploma level	2	3%
Bachelor level	46	63%
Master level	22	30%
Total	**73**	**100%**

Source: Primary data (2019)

The table 5 above shows that out of 73 staff of NIC, 3 (4%) staff have high school level as educational level, 2 (3%) staff have Diploma, 46 (63%) staff have bachelor level, 22 (30%) staff have master's level. It means that a big number of 46 (63%) staff has a bachelor level which may help in knowing in deep the contribution of employee training and development on the performance of NIC.

4. 3 Factor analysis results

The respondents have shown the following views related to employee training and development on National Itorero Commission performance

4.3.1 Training and development policy

The table below shows the factor analysis results of training policy to employee training and development.

Table 6. Training and development policy

Training and development policy	Capacity building	Improve job performance	Increase organizational performance
NIC has a training and development policy in place for its capacity building.	.998		
The training and development policy is well documented and used for guiding NIC capacity building	.998		
The training and development policy is used for improving the job performance		.995	
The training and development policy has to be clear for increasing NIC job performance		.995	
The training and development policy is useful for increasing the efficiency of NIC			.996
Training and development policy is a tool used for improving the performance of NIC			.996
Eigenvalue	1.991	1.981	1.986
% of variance	99.544	99.029	99.277
Cumulative %	99.544	99.029	99.277

Source: Primary data (2019)

The factor analysis results indicated by the table above, include three indicators with 99.544%, 99.029% and 99.277% of variances. These results show that if training and development policy is

in place and well documented for guiding NIC capacity building, it affects NIC employee training at the level of 0.998. In addition, if training and development policy is clear and used for increasing job performance, training and development policy affect employee training at 0.995 and finally, if training policy is used for increasing the efficiency of NIC, it affects employee training at 0.996.

This results are related to the findings of Raja A.G., (2011), who has shown that Training and development has a positive effect on the organization performance in his study entitled Impact of training and development on the organization performance.

4.3.2 Training and development evaluation

The table below shows the factor analysis results of training and development evaluation to employee training

Table 7. Training and development evaluation

Training and development evaluation	Behavior	Results	Learning	Reaction
Employee training and development has been measured through the behavior of employees during their daily work.	.996			
The behavior of employees at work show that if employee training and development has been successful.	.996			
The training and development of employees is evaluated through the results of employees		.991		
The results obtained by an employee at work is the same as the results of employee training and development.		.991		
The training and development of employees is evaluated during the learning			.998	

By learning, employee training and development must be measured.			.998	
The reaction of employees during their practice show how training and development has been achieved.				.973
Employee reaction is a tool for measuring the implementation of training and development.				.973
Eigenvalue	1.985	1.963	1.993	1.893
% of variance	99.274	98.163	99.656	94.671
Cumulative %	99.274	98.163	99.656	94.671

Source: Primary data (2019)

The factor analysis results indicated by the table above, include four indicators with 99.274%, 98.163%, 99.656% and 94.671% of variances. These results show that if employee training and development is measured through the behavior of employees at daily work, training evaluation affect employee training at 0.996. Also if the results obtained by employees after being trained indicate the successful of the training and development, training and development evaluation affect employee training at 0.991. In addition, if the evaluation of training and development is conducted during the learning, training evaluation affect employee training and development at 0.998 and if the reaction of employees during their practices after training and development show the successful of the training, training and development evaluation affect employee training at 0.973.

This results are related to the findings of Muhammad, I. (2015) who has shown that Training and development has a positive impact in Banks in his study entitled Impact of training and development on employees 'performance in Banks of Pakistan.

4.3.3. Training and development challenges

The table below shows the factor analysis results of training and development challenge to employee training:

Table 8. Training and develpment challenges

Training and development challenges	Lack of funds	Changing workforce demographics
Lack of funds in NIC is one of the reason why there is absence of employee t training and development .	.984	
Lack of funds is a problem for obtaining employee training and development.	.984	
The changing workforce demographics is a barrier of the performance of employees and NIC in general		.983
The changing workforce demographics affect the existence of employee training and development.		.983
Eigenvalue	1.938	1.934
% of variance	96.877	96.702
Cumulative %	96.877	96.702

Source: Primary data (2019)

The factor analysis results indicated by the table above, include two indicators with 96.877% and 96.702% of variances. These results show that if NIC has an issue of lack of funds, training and development challenges that meet NIC affect employee training at 0.984 and if changing workforce demographics is a barrier of training, training and development challenges affect employee training at 0.983.

This results are related to the findings of Kennedy, J. (2009), who has shown that Training and development has a positive effect on the organization performance in his study entitled Impact of training and development on job performance.

4.3.4 NIC Performance

The table below shows the factor analysis results of training challenge to employee training:

Table 9. NIC performance

NIC Performance	Achievement of objectives	Effectiveness results	NIC Efficiency
Employee training and development contribute to the achievement of NIC objectives	.969		
Employee training and development affect the achievement of NIC objectives.	.969		
Employee training and development plays a crucial role on effectiveness result of NIC		.951	
Employee training and development is one of the reason why the results of NIC are effective.		.951	
The efficiency of NIC is a result of employee training and development			.985
Employee training and development training affect the efficiency of NIC.			.985
Eigenvalue	1.878	1.804	1.940
% of variance	93.914	90.390	96.981
Cumulative %	93.914	90.390	96.981

Source: Primary data (2019)

Due to all the above tables indicate the factor analysis results of training and development program, training and development policy, training and development evaluation and training and development challenges to employee training and development, the table above shows the factor analysis results of employee training and development which include three indicators of 93.914%, 90.390% and 96.981% of variances. These results indicate that employee training and development

affect the achievement of NIC objectives at 0.969. It contributes to effectiveness of NIC results at 0.951 and finally, it contributes to NIC efficiency at 0.985.

These findings are related to all the above researchers' findings who have worked on the effect of training and development on the performance of the organization performance and showed that employee training has a positive and significant effect on the performance of the organization mainly the National Itorero Commission as one of the referencing public institution I took as case study.

4.4 The contribution between variables

The results in the table below indicate the contribution of Independent variables on dependent variable:

Table 10. Contribution between variables

	1	2	3	4
Performance	1.000			
Training and development policy	.934*	1.000		
Training and development evaluation	.986**	.862	1.000	
Training and development challenges	.996**	.950*	.975**	1.000
Employee training and development	.997**	.957*	.972**	.999**

*. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2019)

4.4.1 The effect of employee training and development on NIC performance

The table above show that the effect of employee training and development policy on NIC performance is significant (r=0.934<0.01). This result indicates that if training and development

policy is well designed, put in place and used by NIC for preparing training and development for its employees, it affects NIC performance at a high level.

4.4.2 The effect of employees training and development evaluation on NIC performance

The above table shows that the effect of training and development evaluation on NIC performance is significant ($r=0.986<0.01$). This result indicates that if training and development evaluation is well conducted through the reaction, behavior, learning and results of employees during their practices after being trained, this training and development evaluation affect positively NIC performance.

4.4.3 The effect of employee training and development challenges on NIC performance

The table above also shows that the effect of employee training and development challenges on NIC performance is significant ($r=0.996<0.01$). This result indicates that if challenges in implementing trainings towards employees are well treated and handled in favor of increasing knowledge and skills of NIC employees. There is a significant effect of training challenges on NIC performance.

4.4.4 The contribution of employee training and development on NIC performance

The table 12 above show that the effect of employee training on NIC performance is significant and positive ($r=0.997<0.01$). This result indicates that if employee training and development is well prepared and considered by both Top managers and employees, it has a great contribution to the performance of National Itorero Commission.

4.5 Regression analysis

Regression analysis is a set of statistical processes for estimating the influence of one or more independent variables on dependent variable.

The results in the regression model were used to determine the degree to which employee training and development policy, employee training and development evaluation and employee training and development challenges can predict the contribution on the performance of NIC. It facilitated the researcher to determine the contribution of each independent variable when it is added to

another in order to forecast it, all this independent variable predict NIC performance at 99.9 % (R^2=.999) as shown in the table below:

Table 11. Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	1.000[a]	.999	.997	6.147	.999	381.163	3	1	.038

a. Predictors: (Constant), Training and development challenges, Training and development policy, Training and development evaluation

The table above indicate that when employee training and development challenges was added to employee training and development policy and employee training and development evaluation, they meaningful predicted NIC performance at 100% where R^2=0.999, ΔR^2=0.997 and ΔF=0.038. The results also show that these independent variables are better predictor of NIC performance (ΔR^2=0.999) and this means that the regression model was significant.

Table 12.Table of coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.445	10.465		.807	.568
	Training and development policy	.344	.203	.410	1.696	.339
	Training and development evaluation	.583	.245	.819	2.385	.253

Training and development challenges	-.327	.945	-.192	-.346	.788

a. Dependent Variable: Performance

Source: Primary data (2019)

By interpreting the beta coefficient, the results indicate how much dependent variable varied with one of independent variables when others remained constants. For this study, when National Itorero Commission performance consider a well-designed and used employee training and development policy, there is an increase of **.410 (Beta=.410)** in National Itorero Commission performance. If National Itorero Commission performance consider employee training and development evaluation well done, there is an increase of **.819 (Beta=.819)** in National Itorero Commission performance. If National Itorero Commission performance consider employee training and development challenges which are treated, there is a decrease of **.192 (Beta=-.192)** in National Itorero Commission performance. Finally, all independent variables were significantly predicted.

CHAPTER FIVE:

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focus on the discussion about the results obtained during this study, the conclusion done on it and the recommendations given.

5.2. Summary of Findings

This study entitled the effect of employee training and development in Public Institution performance has the general objective of this study was to examine the effect of employee training and development on the performance of public institutions in with reference to National Itorero Commission and four specific objectives, to find out the extent to which employee training and development policies affect the National Itorero Commission performance, Determine the evaluation method of employee training and development of National Itorero Commission, identify the challenge that encounter employee training and development in National Itorero Commission and its value to individual and institutional performance and determine the effect of employee training and development on the performance of National Itorero Commission, these objectives are summarized as follow:

5.2.1 The effect of employee training and development policy on the performance of National Itorero Commission

The findings have indicated that employee training and development policy has a positive and significant effect on the performance of National Itorero Commission. This implies that if employee training and development policy is in place and well documented for guiding NIC capacity building, it will effect employee performance, job performance and the performance of NIC where ($r=0.934<0.01$) in general at high level of 93.4% (see table 10). This finding are in line with the findings of Raja., (2011), who has shown that Training and development has a positive effect on the organization performance in his study entitled Impact of training and development on the organization performance.

5.2.2 The effect of employee training and development evaluation on the performance of National Itorero Commission

The findings revealed a positive and significant effect of employee training and development evaluation on National Itorero Commission. This indicate that if employee training and development evaluation is well done after training it will effect NIC performance where ($r=0.986<0.05$), it means that 98.6% (see table 10). These findings are related to the findings of Muhammad, I. (2015) who has shown that Training and development has a positive impact in Banks in his study entitled Impact of training and development on employees 'performance in Banks of Pakistan.

The findings revealed a positive and significant effect of training and development challenges. This implies that if challenges in implementing employee trainings and development towards employees are well treated and handled in favor of increasing knowledge and skills of employees it will be an increase of NIC performance ($r=0.996<0.01$ which means 99.6% (see table 10). These findings are in line with Ahmed M. M. (2014) who confirmed in his study entitled that The effect of training on employee performance in public sector organizations in Kenya, with the case of NHIF MASHAKOS COUNTY, that if challenges are well treated has a positive and significant effect on the performance of an organization.

5.3 The contribution of employee training on National Itorero Commission Performance

The general objective of this study was to examine the effect of employee training and development on the performance of public institutions with reference to National Itorero Commission which was also the topic of this study, the results indicate that employee training and development has a positive and significant contribution on the performance of National Itorero Commission($r=0.997<0.01$) which means 99.7% (see table 10). Also all of these variables can predict the contribution on the performance of NIC at 99.7% (see table 11). These findings are in line with Ahmed, (2014) who confirmed in his study entitled that The effect of training on employee performance in public sector organizations in Kenya, with the case of NHIF MASHAKOS COUNTY, that if challenges are well treated has a positive and significant effect on the performance of an organization.

5.4 Conclusion

Based on the findings obtained shown above, the researcher has concluded that there is a positive and significant effect of employee training and development policy, employee training and development evaluation and employee training and development on the achievement of results, effectiveness of objectives and NIC efficiency. Then, employee training and development has a great significant and positive contribution on the performance of National Itorero Commission.

5.3 Recommendations

Based on the findings obtained during this study, the researcher suggests the following recommendations:

1. National Itorero Commission should continue to use an employee training and development policy which guide it during training process;
2. National Itorero Commission should conduct a need assessment regularly for being aware of employee weaknesses and prepare training and development which can contribute on employees and NIC performance;
3. National Itorero Commission should treat every year training and development challenges in order to obtain regularly training for its employees in different domains.
4. The Government of Rwanda should put more effort on employee training and development of public and private institution for enhancing the development of the country.

Suggested Areas for Further Research

As all areas haven't been covered during this study, the researcher suggest the following areas which could other researchers cover in the future with the aim of developing our country through training:

1. The effect of employee training and development on employee performance in private sectors;
2. The barriers of the performance of public institutions;
3. The contribution of employee training and development on the performance of other public institution as I did on the National Itorero Commission.

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APPENDICES

QUESTIONAIRE FOR ACADEMIC RESEARCH

Dear Sir/Madam,

My name is **HAKORINEZA Daniel,** a final year student at The KIM University, pursuing a Master's degree of Business Administration in Human Resource Management, am doing a research work on **"*The effect of employee training and development on the public institution performance: case of National Itorero Commission"***. This questionnaire has been designed to solicit information for purely academic purposes. I would like to request you to kindly spare your time to fill up this questionnaire.

NB. All information given would be treated with utmost confidentiality.

Thank you very much for your cooperation.

PART A: BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1 Age

20-35 years ☐

36-45 years ☐

Above 45 years ☐

2 Sex of Respondent

Male ☐

Female ☐

3 Staff category

Top level ☐

Middle level ☐

Operational level ☐

4 Experience of Respondent

Less than 3 years ☐

3 to 5 years ☐

More than 5 years ☐

5 Education background of Respondent

a) High school level ☐

☐

b) Certificate level

c) Diploma level ☐

e) Bachelor's degree ☐

f) Master's degree ☐

PART B: PERSEPTION OF RESPONDENTS ON VARIABLES UNDER THE STUDY

NOTE:

- Please tick ☐ the option you feel is most appropriate as per the following:
- Rate on a scale of 1-3 to indicate your option:
  - ✓ Yes = 3
  - ✓ No =2
  - ✓ I don't know (DK) =1

Section A: Perception of the Respondents on the Employee training and development

1. Employee training and development policies (Tick one option per row)	**YES**	**NON**	**DK**
2.1.NIC has employee training and development policy in place for its capacity building.	**3**	**2**	**1**
2.2. The employee training and development policy is well documented and used for guiding NIC capacity building	**3**	**2**	**1**
2.3. The employee training and development policy is used for improving the job performance	**3**	**2**	**1**
2.4. The employee training and development policy has to be clear for increasing NIC job performance.	**3**	**2**	**1**
2.5. The employee training and development policy is helpful for increasing NIC performance	**3**	**2**	**1**
2.6. Employee training and development policy is a tool used for improving the performance of NIC.	**3**	**2**	**2**
2.7. The employee training and development policy is useful for increasing the efficiency of NIC	**3**	**2**	**1**

2.8. The employee training and development policy has an effect on the effectiveness results of NIC	**3**	**2**	**1**
2.9. The employee training and development policy has an effect on the achievement of NIC's objectives	**3**	**2**	**1**
2.10. The employee training and development policy has an effect on the efficiency of NIC	**3**	**2**	**1**
3. Employee training and development evaluation (Tick one option per row)	**YES**	**NON**	**DK**
3.1. Employee training and development has been measured through the behavior of employees during their daily work.	**3**	**2**	**1**
3.2. The behavior of employees at work show that if employee training and development has been successful.	**3**	**2**	**1**
3.3. The employee training and development is evaluated through the results of employees	**3**	**2**	**1**
3.4. The results obtained by an employee at work is the same as the results of employee training and development **.**	**3**	**2**	**1**
3.5. The employee training and development is evaluated during the learning.	**3**	**2**	**1**
3.6. By learning, employee training and development must be measured.	**3**	**2**	**1**
3.7. The reaction of employees during their practice show how employee training and development **has** been achieved.	**3**	**2**	**1**
3.8. Employee reaction is a tool for measuring the implementation of employee training and development	**3**	**2**	**1**
3.9. The evaluation of employee training and development as an effect on the effectiveness results of NIC	**3**	**2**	**1**
3.10. The evaluation of employee training and development has an effect on the achievement of NIC's objectives	**3**	**2**	**1**

3.11. The evaluation of employee training and development as an effect on the efficiency of NIC	**3**	**2**	**1**
4. Employee training and development challenges (Tick one option per row)	**YES**	**NON**	**DK**
4.1. Lack of funds in NIC is one of the reason why there is absence of employee training and development **.**	**3**	**2**	**1**
4.2. Lack of funds is a problem for obtaining employee training and development **.**	**3**	**2**	**1**
4.3. The changing workforce demographics is a barrier of the performance of employees and NIC in general	**3**	**2**	**1**
4.4. The changing workforce demographics affect the existence of employee training and development **.**	**3**	**2**	**1**
4.5. The employee training and development challenges that encounter NIC has an impact on the effectiveness results of NIC	**3**	**2**	**1**
4.6. The employee training and development challenges that encounter NIC has an impact on the achievement of NIC's objectives.	**3**	**2**	**1**
4.7. The employee training and development challenges that encounter NIC has an impact on the efficiency of NIC	**3**	**2**	**1**

PART B: Perception of the Respondents on National Itorero Commission Performance

5. National Itorero Commission Performance (Tick one option only per row)	**YES**	**NON**	**DK**
5.1. Employee training and development contribute to the achievement of NIC objectives	**3**	**2**	**1**
5.2. Employee training and development affect the achievement of NIC objectives.	**3**	**2**	**1**
5.3. Employee training and development plays a crucial role on effectiveness result of NIC	**3**	**2**	**1**

5.4. Employee training and development is one of the reason why the results of NIC are effective.	**3**	**2**	**1**
5.5. The efficiency of NIC is a result of employee training and development	**3**	**2**	**1**
5.6. Employee training and development affect the efficiency of NIC.			

Thank you.